



2017 California History–Social Science Instructional Materials Adoption

Publisher Briefing Webinar July 28, 2016



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Welcome!

- California Department of Education (CDE) staff presenters:
 - David Almquist, Education Programs Consultant/Publisher Liaison
 - Cliff Rudnick, Administrator Instructional Resources Unit
 - Ken McDonald, Education Programs Consultant



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- The 2017 CA H–SS adoption is on!
And...





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Highlights of the Framework

- Textbooks shouldn't look like they have in the past
- Instructional practices should include:
 - Inquiry based approaches
 - Engaging, tells a story
 - Includes literacy & narratives
 - Utilizes primary source documents



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Guiding Documents

- The content standards
 - California State Board of Education (SBE)-
adopted October 1998
- H-SS Curriculum Framework
 - SBE adopted July 14, 2016
- All applicable state laws and regulations
- Evaluation Criteria and Standards maps
- An Invitation to Submit document (Jan. 2017)
- Submission forms, participation instructions,
and frequently asked questions document



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Scope of Adoption

- Kindergarten through grade 8
- Full-course programs
- No supplemental programs or components
- Submissions can be for any one or more grade levels



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Recent SBE Activity

- The SBE met on July 13–14, 2016, and approved the following items:
 - 2016 H–SS Curriculum Framework
 - Schedule of Significant Events and a Reviewer Application
 - Initiation of Rulemaking Process for publisher participation fees



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Publisher Participation Fee

State law, California Education Code Section 60212, requires a fee for participating publishers, stating in part:

“...each publisher or manufacturer choosing to participate in the adoption process shall be assessed a fee based on the number of programs the publisher or manufacturer indicates will be submitted for review and the number of grade levels proposed to be covered by each program.”



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Publisher Participation Fee

- Authorizing Education Code:
http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=60212.&lawCode=EDC
- Rulemaking process description:
<http://www.cde.ca.gov/re/lr/rr/>



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Publisher Participation Fee

- The proposed fee is \$5,000 per grade level, per program
- It's the same rate used in:
 - The 2005 follow-up adoptions
 - The 2014 Mathematics Adoption
 - The 2015 English Language Arts/
English Language Development
Adoption



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Publisher Participation Fee

Provision for “small publisher” fee reduction, based upon:

- An independently owned or operated publisher or manufacturer that is not dominant in its field of operation;
- Together with its affiliates has 100 or fewer employees; and
- Has average annual gross receipts of 10 million dollars (\$10,000,000) or less over the previous three years.



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Recruitment of Reviewers

- July 19–October 19, 2016
 - Recruitment of reviewers
- <http://www.cde.ca.gov/ci/hs/im/>



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Schedule of Significant Events

- The official timeline for the instructional materials adoption
- Can only be modified by SBE approval



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Schedule of Significant Events

- November 16, 2016
 - Small publisher fee reduction requests are due
- November 17–18, 2016
 - IQC recommends reviewers to the SBE
 - IQC approves training materials



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Schedule of Significant Events

- January 11–12, 2017
 - SBE appoints reviewers
 - SBE approves training materials
 - SBE approves small publisher fee reduction requests



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Schedule of Significant Events

- January 18, 2017
 - Publisher Invitation to Submit Meeting
- February 1, 2017
 - Publisher Intent to Submit Forms due
- March 8, 2017
 - Publisher submission date and fee payment due date



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Schedule of Significant Events

- April 24–28, 2017
 - Reviewer Training
 - In Sacramento
 - Publisher participation
- May 12, 2017
 - Publisher delivery due date for materials and evaluation criteria and standards maps
 - Publisher publication of student materials online



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Schedule of Significant Events

- May–July 2017
 - Independent review
- July 24–28, 2017
 - Reviewer deliberations
 - In Sacramento
 - Publisher participation



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Schedule of Significant Events

- August 2017
 - IQC meeting to receive any public comment
- September 2017
 - IQC meeting to determine recommendations



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Schedule of Significant Events

- November 2017
 - SBE meeting
 - Hear public comment
 - Deliberate
 - Take action on IQC recommendation



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H–SS Curriculum Framework

- Discusses academic content and instructional practices grade by grade
- Includes chapters on assessments, access and equity, instructional strategies, professional learning, the criteria for evaluating K–8 instructional materials



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H–SS Curriculum Framework

- Category 1–History–Social Science Content/Alignment with Standards: The content as specified in the Education Code, the History–Social Science Content Standards, and the History–Social Science Framework



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H–SS Curriculum Framework

- Continued: Category 1–History–Social Science Content/Alignment with Standards: The content as specified in the Education Code, the History–Social Science Content Standards, and the History–Social Science Framework



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H–SS Curriculum Framework

- **Category 2—Program Organization:** The sequence and organization of the history–social science program



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H–SS Curriculum Framework

- Category 3—Assessment: The strategies presented in the instructional materials for measuring what students know and are able to do



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H–SS Curriculum Framework

- **Category 4—Universal Access:**
Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level



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H–SS Curriculum Framework

- **Category 5—Instructional Planning and Support:** The instructional planning and support information and materials, typically including a separate edition specially designed for use by teachers in implementing the History–Social Science Content Standards and History–Social Science Framework



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Evaluation Criteria Maps

- Publishers will use CDE evaluation criteria maps to document citations of their own creation which will identify where in their program reviewers can find evidence of coverage of the criterion in question.



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Example Evaluation Criteria Map

Program Organization	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
1. Sequential organization of the material provides structure concerning what students should learn each year and allows teachers to convey the history–social science content efficiently and effectively.				
2. The instructional materials provide instructional content for 180 days of instruction for at least one daily class period.				
3. The content is well organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the standards and framework. The academic language (i.e., vocabulary) specific to the content is presented in a manner that provides explicit instructional opportunities for teachers and appropriate practice for all students.				
4. A detailed, expository narrative approach providing for in-depth study is the predominant writing mode and focuses on people and their ideas, thoughts, actions, conflicts, struggles, and achievements.				
5. Explanations are provided so that students clearly understand the likely causes of the events, the reasons the people and events are important, why things turned out as they did, and the connections of those results to events that followed.				



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Standards Maps

- Publishers will use CDE standards maps to document citations of their own creation which will identify where in their program reviewers can find evidence of coverage of each and every content standard at grade level.



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Example Standards Map

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
5.1	Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.				
5.1.1	Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.				
5.1.2	Describe their varied customs and folklore traditions.				
5.1.3	Explain their varied economies and systems of government.				
5.2	Students trace the routes of early explorers and describe the early explorations of the Americas.				
5.2.1	Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).				
5.2.2	Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).				



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Print v. Digital Programs

- No difference
 - In terms of the law
 - In terms of any/all requirements
 - In terms of the review process
- Programs may be
 - All print (with digital alternative)
 - All digital
 - Combination print and digital



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Aspects of Content

- The evaluation criteria requires alignment to both the content standards and the curriculum framework.
- In some cases, topics are not included in both the standards and the framework—but all must be included in your materials.



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Aspects of Content

- In some cases, aligning your program to both the Curriculum Framework and the content standards will result in covering the same topic at multiple grade levels.



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Aspects of Content

- Social content standards
 - CDE Web site:
 - <http://www.cde.ca.gov/ci/cr/cf/lc.asp>
 - Education Code sections 60040–60045 and 60048



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Aspects of Content

- Category 1 criteria must be met 100%.
- Categories 2–5 must demonstrate “strengths.”



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Aspects of Content

- The exact text of the content standards must appear at the appropriate grade level in both the student and teacher materials—either at the point of instruction or collected together at a single location.



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Publishers Programs

- All print components must have a digital equivalent (EC §60063).
- All components must be offered as individual items (EC §60063.5).
- Pricing is set for two years.
 - Publishers can raise prices only every two years but may lower them at any time.



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Static Content

- Once submitted, publishers cannot modify their materials
- Exceptions for software updates or exceptionally minor non-content related changes
- Formal revision process for CA-adopted materials



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School District Purchasing

- CA schools not required to purchase or use state-adopted programs
- No special funding provided to CA schools to purchase programs from this adoption



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Public Process

- California conducts a transparent, public process in its review of programs submitted for consideration of state adoption.
- California invites and welcomes public comment at every aspect of the instructional materials adoption process.



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Questions

- At this point, we'll answer the questions we can.
- We may need to wait to answer other questions, so continue to monitor the FAQ Web page for updates.



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Next Steps

- Monitor the CDE Web site for updates
- Make sure we have contact information for your publishing company in order to receive any CDE communications
- Next publisher briefing—in person, at the CDE in January 2017



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Information

- All relevant information about the 2017 H–SS Instructional Materials adoption is posted online at the following CDE Web site:
<http://www.cde.ca.gov/ci/hs/im/>



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Information

- The H–SS Curriculum Framework is posted online at the following CDE Web site:
<http://www.cde.ca.gov/ci/hs/cf/>



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